

DOCUMENT RESUME

ED 150 747

EA 010 388

TITLE Alternative Programs: School District of Philadelphia.
INSTITUTION Philadelphia School District, Pa.
SPONS AGENCY Ford Foundation, New York, N.Y.
PUB DATE 77
NOTE 63p.; Photos may not reproduce clearly
EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS *Alternative Schools; *Educational Alternatives; *Educational Programs; Elementary Secondary Education; *Program Descriptions; Program Evaluation
IDENTIFIERS *Philadelphia School District PA

ABSTRACT

Program descriptions for the School District of Philadelphia's 102 alternative elementary and secondary programs constitute the bulk of this booklet. Descriptions include information on number of students, grade levels, administrative staff, and program purposes. A brief summary of the evaluation of alternative education programs, as well as criteria for alternative program proposals, are also included. (DS)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED150747

EA010 388

2

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

School District of
Philadelphia

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

alternative programs

3

**BOARD OF EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA**

Arthur W. Thomas, President
Mrs. Edward Oberholtzer, Vice President
Augustus Baxter
Mrs. Lawrence Boonin
George Hott
Robert M. Sebastian, Esq.
Mrs. Michael Stack
George Philip Stahl, Jr., Esq.

Superintendent of Schools
Dr. Michael P. Marcuse

Executive Deputy Superintendent
Dr. Robert L. Penderexter

Deputy Superintendent for Field Operations
Charles A. Highsmith

Associate Superintendent for External Operations
Dr. Bernard F. Hafferty

Director of Alternative Programs
Dr. Lorraine H. Brown

The printing of this brochure was made possible by
a special grant from the Ford Foundation.

THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION
21ST STREET S. OF THE PARKWAY
19103

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
299-7831

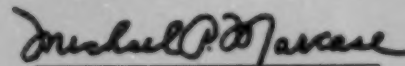
Alternative programs are an urban school district's response to those students for whom the existing programs are not appropriate. It is through these programs that we are able to provide educational experiences for many who failed repeatedly, were underachievers, or who "dropped out". Others who were alienated or those with exceptional ability can benefit from challenges that some alternative programs offer. It is also an effort to find new and more productive educational approaches and to develop future models for successful school programs.

Credit must be given to those administrators and teachers who have been able to make these programs effective instruments for furthering the education of students who need greater choice and a different approach to learning.

The heavy emphasis placed upon basic skills, attitudinal changes, career education, and experience-based learning further support the contention that these programs are a necessity. The additional dollars spent today can mean saving thousands of dollars in the future, not only in real money, but in the fulfillment of human potential. For the school system, alternative programs represent an investment in learning how to individualize programs of instruction more effectively.

Evaluation conducted by the Office of Research and Evaluation, Title I and Title III researchers affirm the confidence of the School District of Philadelphia in the value of alternative programs. Increased attendance, improved academic achievement and a reduction in disruptive incidents have been noted in the reports from these evaluators. In addition, students, parents, and local school administrators report greater interest in the value of education and in the offerings of the school.

It is my hope that the alternative programs movement can continue to respond to the complex and individual needs of our students. The blend of meaningful existing programs with a wide variety of options can help to insure a level of excellence in our schools. This specific recognition of individual differences and needs in more than one hundred alternative programs represents our commitment to the fullest education of all children.



Superintendent

contents

introduction.....	1
evaluation.....	2
program descriptions.....	4
criteria for proposals.....	53

introduction

The School District of Philadelphia has begun its fifth year of providing a variety of educational options through alternative programs. From the early development of many innovative projects, including the Parkway Program "school without walls", Philadelphia has developed some of the most exciting educational opportunities offered in public schools anywhere. In 1972 the Alternative Programs Office was established to encourage, monitor and coordinate the growth of alternatives in Philadelphia. Since then the number of programs has grown from 6 to 102. Each program represents a unique approach to education, cooperatively designed by the school staff, students and community to work with a specific group of students. Brief descriptions of these programs appear in this booklet.

1977 marks a new direction and another era of growth for alternative programs. It will be a year of strengthening, refinement, adaptation and continued training based on evaluation. With the proven success of many programs currently operating, our long-range goals include the development of more programs providing additional choices for students and teachers within their home schools. Increased training of parents, teachers, administrators and students in implementing new programs will increase the scope of available options within a school.

Educational alternatives offer a variety of models for children whose needs are not being met through regular educational offerings. Many of those children who were not reached in the regular program have better attendance, are more productively involved, enjoy school and most importantly, achieve better in the basic skills of reading and mathematics.

In responding to the individual needs of students and teachers, alternative programs have provided many variations including:

- | | |
|---------------------------------|------------------------------|
| *academic remediation | *work-study projects |
| *open classroom approach | *special interest programs |
| *career education | *independent study |
| *programs for advanced students | *community-based experiences |

Each program utilizes some of the following approaches to teaching and learning:

- | | |
|-----------------------------|--|
| *team teaching | *affective education |
| *individualized instruction | *creative dramatics and media approaches |
| *small group instruction | *thematic learning units |

The Alternative Programs Office's (APO) primary purpose is to coordinate and provide support for all alternative programs. It advocates the notion that students learn most when:

- | | |
|---|--|
| *they are given choices | *interaction between students is maximized |
| *their learning environment is reinforced and non-threatening | *basic skills are taught in unique ways |
| *there is an open, receptive teacher who respects students | *expectations and objectives are clearly defined |
| *the student is highly involved | *success is maximized for future growth |
| *flexibility is coupled with individualization | |

The School District of Philadelphia has 102 Alternative Programs - 28 at the Elementary Level and 74 at the Secondary Level.

- Students who were in Alternative Programs for two years performed better than students who were in Alternative Programs only one year.

PERCENTAGES OF STUDENTS WHO ATTAINED OR EXCEEDED THE ANTICIPATED RATE OF GROWTH FOR THEIR PERCENTILE RANKS

	Reading Years in an Alternative Program		Math Years in an Alternative Program	
	One	Two	One	Two
Elementary	50%	57%	57%	63%
Secondary	42%	49%	51%	54%

- Of 22 Elementary Alternative Programs for which data were available, 55% had higher attendance rates than their home schools and 18% had lower attendance rates.
- Of 61 Secondary Alternative Programs for which complete data were available, 57% had higher attendance rates than their home schools and 15% had lower attendance rates.
- Teacher attitude toward Alternative Programs, as measured by The Alternative Program Teacher Questionnaire, was largely positive, except in the areas of communication (i.e., between Alternative Program and home school) and physical support (i.e., facilities and resources), where they were neutral (i.e., no strong feelings one way or the other).
- A random sample of parents from a cross section of Alternative Programs was surveyed by phone. These parents expressed their approval of Alternative Programs and satisfaction with their children's achievement. They said that their children enjoyed attending the Alternative Program more than attending the regular school.

3

program descriptions

ALTERNATIVE SCHOOLS PROJECT

Flourtown Ave. & Hartwell La., Wyndmoor (East)
Argyle & Lancaster Ave., Ardmore (West)

Phone Number: 836-1590 (East)
896-0102 (West)

4

Administrator-Director: Ms. Gisha Berkowitz (East)
Administrator-Coordinator: Ms. Marlene Mosca (West)

Alternative East - Alternative West

Number of Students: 325

Grades: 10 - 12

These programs serve over 300 high school students in two locations and represent a cooperative venture between the School District of Philadelphia and five Suburban school districts: Abington, Cheltenham, Lower Merion, Radnor and Springfield. Students, staff and parents work together to implement the concept of the school as a community. They cooperatively participate in everything from curriculum planning to operating the physical plant. Small class size and counseling support systems promote close student-teacher relationships.

Innovations in curriculum management and scheduling complement more traditional offerings in areas such as math, science and language. Inter-disciplinary programs explore real-life problems and involve the inter-relationship of ideas and concepts. Each student is encouraged to participate in a community-centered activity as well as in intensive study and work.

ARTHUR ELEMENTARY SCHOOL - District 2

203 South 20th Street
Principal: Mr. Murray Ginsburg
Alternative for the Middle Years
Number of Students: 190
Off site

Phone Number: LO 7-7400
Coordinator: Mr. Ned van Dyke

Grades: 6 - 8

AMY is a Learning Community for children aged 11 through 14 in grades 6, 7 and 8 who have elected an educational experience marked by the following:

1. The desire to create a curriculum that will be offered from a wide variety of course offerings (reading, writing, and mathematics courses remain requirements for all).
2. The desire to attend a school with peers from many nationalities, achievement levels, social class backgrounds, races and religions.
3. The deep involvement of all parents and many community volunteers in the program, both in the school building and at various community institutions.



5
BACHE ELEMENTARY SCHOOL - District 2
22nd and Brown Streets
Principal: Mr. Cedric Carter

Phone Number: PO 5-2114
Coordinator: Ms. Karen Walter

Bache Elementary Alternative Program

Number of Students: 15
On site

Grades: 3 - 5

This program teaches students of grades three through five the basic skills in an affective environment, emphasizing communication and the inter-relationship between student and teacher. Experiences are designed to generate a climate conducive to greater freedom of direction and participation for students who have not been able to succeed in the conventional classroom. The program attempts to bridge the gap between the individual and the educational environment with an experience-based curriculum which includes audio-visual materials, trips, speakers, and discussions. Studies include family living and career education with the emphasis on basic skills. An interdisciplinary approach integrating subject areas and a counseling component are integral to the program.

BARRATT JR. HIGH SCHOOL - District 2
16th and Wharton Streets
Principal: Mr. John Murphy

Phone Number: DE 4-3436
Coordinator: Mr. Michael Verecchia

Individualized Instruction in Basic Skills

Number of Students: 33
On site

Grades: 8 only

The emphasis of the Barratt Alternative Program is to encourage the continuation of a student's education. Experiences are designed to provide upward motivation by providing students with the emotional/social support and academic attention they need. By developing a group identity, peer interaction is increased, encouraging pride in accomplishments and confidence to pursue more challenging educational goals. A flexible schedule allows for projects that require additional time commitments such as trips to job sites. These trips introduce students to the spectrum of career opportunities available to them.

BARTLETT JR. HIGH SCHOOL - District 3
532 Spruce Street
Principal: Mr. Anthony Giampetro

Phone Number: 574-8650
Coordinator: Mr. Charles Kutcher

District 3 Cluster Alternative Program

Number of Students: 30
Off site

Grades: 7 - 12
All Female

This program, housed at the Rebecca Gratz Club, serves young women formerly classified as needing a remedial program and who have had problems adjusting to a more conventional structure. An affective learning situation is used to develop and improve basic academic skills, human relations skills, and general problem-solving skills. Four one-hour classes convene in the morning to develop primary reading skills. Classes are conducted in small groups. Reading skills, kitchen mathematics, chemistry and consumer education are all developed in an extensive home economics classroom. Students are also involved in designing various courses of study with many opportunities for human relations discussions.

BARTON ELEMENTARY SCHOOL - District 7
B and Wyoming Ave.
Principal: Dr. William Wingel

Phone Number: GL 5-1077
Coordinator: Ms. Judy Zalkin

Barton Alternative Program

Number of Students: 25
On site

Grades: 4 - 7

The goal of the Barton Alternative Program is to develop positive student self-image, self-discipline and the basic skills necessary to successfully participate in our society.

The program employs a variety of practical, concrete experiences such as a "point-work" system, student court trials to settle class problems, puppetry, film and television production, a General Store for Consumer Education and newspaper and food-package study. Student progress is reflected in daily teacher and student evaluations, monthly parent-student meetings and daily phone contacts between home and classroom.



BARTRAM HIGH SCHOOL - District 1
 86th St. and Woodland Ave.
 Principal: Mr. Louis D'Antonio

Phone Number: SA 4-7555
 Coordinator: Mr. Fred Watson

Bartram Basic Skills Alternative Program

Number of Students: 50
 Off site

Grades: 10 - 12

This is an off-site program for students from Bartram High School who have had histories of truancy. The Basic Skills Alternative Program provides a small setting in which students and teachers have the time they need to work out individual problems. Work is done on a weekly contractual basis. Students are divided into groups based on their reading levels:

1. Language Arts Group - Students who are performing at a level where they can work independently, and assume the responsibility of helping to create their own curriculum projects.
2. Study Skills Group - Students who are performing at a level where they would benefit from a content-oriented reading program which emphasizes the development of study skills.
3. Basic Skills Group - Students who are performing at a level where they would benefit from either small group or one-to-one instruction in teaching.

BARTRAM HIGH SCHOOL - District 1
 3723 Chestnut Street
 Principal: Mr. Louis D'Antonio

Phone Number: 349-9202
 Coordinator: Mr. Paul Adorno

Bartram School for Human Services

Number of Students: 200
 Off site

Grades: 10 - 12

The School for Human Services combines effective education with a career development program. Students earn academic credit for their participation in community services. Social work interns counsel students, coordinate job placements and supervise students' job progress. Students meet one hour per week in peer-group settings to discuss personal and school-related problems and to gain new skills. Often these workshops involve additional independent study in the student's field.

School policies are discussed in a "town meeting" format by staff and students. Students then further discuss issues in smaller "family groups" and present their conclusions to the entire program.

BEEBER JR. HIGH SCHOOL - District 4
Bibleway Baptist Church
1323 N. 52nd Street
Principal: Mr. Melvin Brodsky

Phone Number: GR 3-2950
Coordinator: Mr. Thomas L. Black

Beeber Academy

Number of Students: 122
Off site

Grades: 8 and 9

Expanding the learning environment to achieve pupil growth is the major emphasis of the Academy program. Placement of students in the academic atmosphere of area colleges and universities encourages students to be more responsible young adults in their learning programs. Frequently students meet with teachers other than Academy staff.

Although basic skills receive primary emphasis, the affective aspect of education is considered equally important and has inspired considerable use of counseling. Beeber Academy's counseling program involves all staff members, a parent advisory group, and peer counseling. Quarterly mini-courses are designed to introduce students to various fields of knowledge and give some insight into various careers. More importantly, these offerings allow students to select courses based on personal interests.

BEEBER JR. HIGH SCHOOL - District 4
59th and Malvern Ave.
Principal: Mr. Melvin Brodsky

Phone Number: 477-1155
Coordinator: Mr. Vincent Mallory

Beeber-Wynnefield Alternative Program For the Talented Student

Number of Students: 150
On site

Grades: 7 and 8

Expanding the learning environment for students is the major emphasis of the B.W.A.P. Students are placed in the academic atmospheres of area colleges and universities (St. Joseph's, University of Pennsylvania, Lincoln, Cheyney) to observe success models first hand. These diverse sources of instruction have been helpful in creating more positive attitudes towards school achievement. A part of this involvement may also be attributed to the fact that while basic skills are emphasized, the program gives much attention to the affective domain through the use of a counseling program that was designed for this program and in which every staff member plays a part. Attendance at cultural and educational events such as public hearings and speeches by prominent officials and participation in community-sponsored educational and self-help projects are encouraged.

BISHOP LEARNING CENTER - District 4
 49th and Wyalusing Ave.
 Coordinator: Mr. Allen H. Platt

Phone Number: 879-0300
 Admin. Asst. for Student
 Discipline: Mr. Rufus Butler

Number of Students: 120

Grades: 7 - 9

The Bishop Learning Center provides an atmosphere where children can relate to other children and to adults in a non-hostile manner. All classes are designed to determine students' needs, bring work to their appropriate levels, and provide a variety of learning options in a supportive, reinforcing atmosphere. Individual and group counseling are integral to Bishop and a district psychologist is assigned to give clinical service. Off-site work experiences in several service organizations and with the Neighborhood Youth Corps give young people the self-respect that comes with a useful job. A close rapport is maintained with parents, who are invited to observe in classrooms. Home visits and contact by phone also bridge the gap between home and school. Bishop services students from four junior high schools in District 4.

CENTRAL HIGH SCHOOL - District 6
 Ogontz and Olney Avenues
 Principal: Dr. Howard Carlisle

Phone Number: CA 4-6015
 Coordinator: Mr. Nicholas Luongo

The Alternative Program of Central High School

Number of Students: 190
 On site

Grades: 9 - 12
 Boys only

The Alternative Program is open to all students at Central High School. It provides opportunities to select and pursue independent projects both at Central and throughout the city. Any student who wishes to participate in a project submits, through a sponsor-teacher, a project description form for approval by the appropriate department head. Participating students receive elective credit for both on- and off-site projects. These same students must continue to fulfill their basic curriculum obligations.

Almost one third of the Alternative Program's students participate in projects located off the school campus, projects in public and private institutions and in private industry. The remaining members of the Alternative Program participate in projects within the school. These activities take the form of special course offerings, independent study, or a work activity, undertaken in a classroom to supplement a regular course offering or in one of the resource centers which have recently been established through the Alternative Program.

COOKE JR. HIGH SCHOOL/OLNEY HIGH SCHOOL - District 7
Messiah Lutheran Church
4400 N. Broad Street
Principals: Mr. Mervin Krimins (Olney)
Mr. Norman Spencer (Cooke)

Phone Number: GL 5-3553
Coordinator: Dr. Harry J. Topolsky

10

Allied Health Career Learning Experience Center (CLEC)

Number of Students: 115
Off site

Grades: 9 - 12

CLEC provides a balance between learning basic academic skills and work experiences in community hospitals. The program's own facility maintains a completely equipped Hospital Demonstration Unit which allows students a hands-on experience.

Health careers education provides instruction and experience for the purpose of preparing students for gainful employment in the health occupations. The attainment of basic scientific principles will enable the student to function adequately and safely as an entry worker in the health field. It also provides for personal growth so that a student does not have to stay at the entry level in the health field. For those who desire a more advanced career goal, chemistry, advanced math, and advanced allied health are offered.

CRAMP ELEMENTARY SCHOOL - District 7
Howard & Ontario Streets
Principal: Mr. Charles Marshall

Phone Number: GA 3-3750
Coordinator: Ms. Elaine Woodcock

Opportunities Unlimited

Number of Students: 44
On site

Grades: 4 - 6

An inquiry method of instruction rather than the lecture format stimulates students at Opportunities Unlimited to take an active part in the learning process. Research and observation skills are emphasized. Throughout the year, students are given opportunities to share their findings with their classmates, other members of the school, and parents through mini-reports, closed-circuit television, demonstrations and assembly programs. Learning stations provide a variety of options at each ability level for basic skills instruction. Decision making tasks are maximized in student-designed curriculum management. Small groups of children evolve their own projects, making decisions concerning goals and techniques. Teachers function as facilitators, helping the children find knowledge for themselves.



11
DECATUR ELEMENTARY SCHOOL - District 8
Academy and Torrey Rds.
Principal: Mr. Robert Stewart

Phone Number: NE 2-0212
Coordinator: Ms. Concetta Belzer

Number of Students: 20
On site

Grades: 4 and 5

Decatur's Alternative Program was planned to accommodate upper-grade elementary children who would benefit from a more individualized approach to learning.

The program was designed using an open framework model which stresses individualization through diagnosis of needs, planned curriculum, and evaluation of each student's work. A contract is drawn up between teacher and student which allows for freedom of choice and time scheduling within the demands of the contract work. Emphasis is placed on values clarification and positive peer interaction. Students participate in classroom management and deal with class problems. Group project work also fosters this kind of interaction which is integral to the program. Career awareness and career options are also introduced to the students in this program. The program utilizes the Room to Grow curriculum along with a Dimensions Career Awareness multi-media set. Field trips within and outside the community are utilized to familiarize students with opportunities available to them in the future. Media, such as T.V., radio and newspapers are also used.

DICK ELEMENTARY SCHOOL - District 4
25th and Diamond Sts.
Principal: Mr. Joseph Jefferson

Phone Number: CE 2-1197
Coordinator: Ms. Marian Coles

Number of Students: 45
On site

Grades: 4 - 6

The purpose of the program is to teach the child self-awareness and to tap innate abilities which are not presently being used to the fullest. Through the use of a media approach, the child decides what he wants to do, how he wants to do it, what he needs academically, and a completion date. The child is totally involved in the decisions governing his life in the program. He helps to formulate all rules of behavior, to decide what trips are to be taken and to decide what academic subjects he needs. Each youngster is responsible for and to his peer group.

Parents of selected students are given an overview of the total program at the start of the term. Periodic parent group meetings are held, most of them involving direct participation with the children in the classroom activities.

There are no attendance or behavior problems once the children are involved in the program. They take great pride in being in the Alternative Class. It is a place where they feel comfortable and a place where learning is an enjoyable experience. They are always aware of the fact that they are the teacher's prime concern. The teacher, classroom aide, and counselor are always available to discuss problems, concerns, and special interests.

DISSTON ELEMENTARY SCHOOL - District 8
Knorr and Cottage Sts.
Principal: Mr. Frank Hauser

Phone Number: MA 4-4983
Coordinator: Mr. Michael Fogelsanger

12

Disston Alternative Program

Number of Students: 15
On site

Grades: 6 - 8

Disston's program is designed to serve 15 children in grades 6 through 8 identified as underachieving and alienated from the conventional environment. Upon admission to this program, a learning contract between teacher and student is constructed.

The program consists of basic skills, career education, art, home economics, music and industrial arts. Students participate actively in their education as a result of the various techniques employed by the teacher and the flexibility incorporated into this program. A counseling component is a vital part in the success of this program. Emphasis is placed on improving attitudes, changing negative behavior, eliminating frustration and developing reasoning processes in order that students may evaluate themselves objectively and honestly.

DOBBINS AREA VOCATIONAL TECHNICAL SCHOOL - District 4
Connie Mack Recreation Center
22nd Below Lehigh Ave.
Principal: Mr. Edward Magliocco

Phone Number: BA 6-3310
Coordinator: Ms. Margaret McLaughlin

Dobbins Alternative Program

Number of Students: 90
Off site

Grades: 10 - 12

This off-site program services students who do not function well in the traditional setting with a program designed to modify student behavior and to improve levels of skill development. The program offers academic experiences, recreational activities, group seminars, problem-solving experiences cultural activities and industrial site visits. Shop classes are offered at the main Dobbins building for half the school day. The counseling program involves student-centered sessions aimed at real concerns of the student. Goal setting and student responsibility for self are emphasized in these sessions. The goals of the program are improvement of basic academic skills; furthering human potential and understanding of self.

EDISON HIGH SCHOOL - District 5
 4th and Clearfield and
 8th and Lehigh
 Principal: Mr. John Farsira

Phone Numbers: NE 4-8180 and BA 3-4400
 Coordinator: Mr. Nathan Beale

Edison Project

Number of Students: 300
 Off site

Grades: 10 - 12

The Edison Project is an Alternative Program geared to head off dropouts. The major focus is on basic skills improvement and career education. Half of each student's day is spent in a self-contained classroom for the study of basic skills, mostly using curriculum packets developed by the staff. Instruction takes place in both individual and small group situations, with additional attention available in a math or reading lab. Curriculum development, the gathering of new resources and materials, and their dissemination among the staff is an ongoing process at Edison Project.

The Career Education Component covers three areas: (1) Work exploration, in school and out-of-school experiences that introduce students to the work world through lessons on the scope of available careers, application procedures, and visits to job sites. (2) Learning stations provide a week's intensive exploration at a business site. (3) Vocational training (students are assigned to the Randolph Skills Center as slots are made available).

FELS JR. HIGH SCHOOL - District 8
 Devereaux and Langdon St.
 Principal: Mr. Sidney Bosniak

Phone Number: JE 3-8987
 Coordinator: Mr. Stanley Patrick

Fels Alternative Program

Number of Students: 33
 On site

Grades: 8 and 9

Fels Alternative Program students are 8th and 9th graders who have been "turned off" by their experiences in school. The core curriculum focuses on improving reading and mathematics skills. Small group instruction allows students with a wide range of academic ability to advance at their own pace. The program is divided into instructional groups of 8 - 10 students for basic skills. Bringing underachievers up to grade level is one of the expected outcomes of each year's activities. To do this, students must understand why they are involved in the educational process. Informal discussions centering on values clarification are therefore integral to the program.

Students have the opportunity to move throughout the school to take electives and other subjects not offered within the Alternative Program. In addition, students are placed in "hands-on" work experiences in the community to help them learn survival skills in the work world. As part of the work experience, students learn how to take job interviews, fill out applications and maintain logs and records of their experience back at school.

FITZPATRICK ELEMENTARY SCHOOL - District 8
Knights Rd. and Chalfont Dr.
Principal: Mr. John R. D'Angelo

Phone Number: NE 7-4774
Coordinator: Ms. Ronni Rosenbaum

14

Growth, Response, Achievement, Self-esteem, Participation (GRASP)

Number of Students: 40
On site

Grades: 2 and 3

The students at Fitzpatrick all show academic potential considerably higher than their levels of achievement. The group represents a cross-section of the school population working in a free, open atmosphere. The development of independent and collective working and thinking is encouraged. As they develop these skills, students learn to pace their own work. The result is a sense of collective self-worth and personal pride. A thematic approach makes use of a variety of learning resources including skill building, field trips, speakers and creative dramatics.

FRANKFORD HIGH SCHOOL - District 7
Oxford and Wakeling Sts.
Principal: Mr. James R. Peters

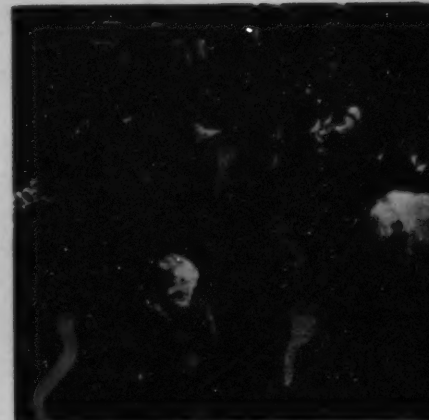
Phone Number: JE 5-2880
Coordinator: Ms. Elsie R. Kuhn

Alternative Careers Program

Number of Students: 100
On site

Grades: 10 and 11

Frankford Alternative Careers Program (ACP) works to expose students to as many career areas as possible to aid them in making informal decisions about their own futures, considering their individual talents, interests, abilities and motivation. Classroom instruction in basic skills is related to career exploration and experiences. Teachers are selected for their adaptability and innovative ability. The Northeast Chamber of Commerce and local industry play an important part in the off-site experience, tours and guest speakers. Local service clubs are also involved. Regular meetings are scheduled at night for the parents of ACP students. Smaller classes and sharing experiences allow teachers and students to get to know each other on a more personal basis.



15
FRANKFORD HIGH SCHOOL - District 7
Northeast Boys Club
Kinsay and Hedge Streets
Principal: Mr. James R. Peters

Phone Number: 289-6986
Coordinators: Mr. Irvin Greenblatt
Mr. Richard Palangi

Pioneer School

Number of Students: 65
Off site

Grades: 10 - 12

The Pioneer School offers students who are "non-attenders" and dropouts a chance to return to school and work toward achieving their diplomas. Through this program a student who has been absent can return to school at any time during the school year and has the opportunity to receive credit in English, reading, mathematics, and social studies. Students work independently with each teacher in each subject area, spending as much time together as the student needs. Together, the student and teacher set goals to be completed for credit. The success of this program rests on the student's desire to receive a diploma and on the rapport established between student and teacher.

BENJAMIN FRANKLIN HIGH SCHOOL - District 2
Broad and Green Sts.
Principal: Mr. Leon Bass

Phone Number: LO 7-7045
Coordinator: Mr. George R. Turner

Alternative Class

Number of Students: 15 - 20
On site

Ages: 15 - 20 years old
Males Only

The development of academic skills is the goal of this program for truant and/or low-achieving students. Classes are open to students of all levels and are ungraded. Each student is allowed to proceed at his own pace, due to varying degrees of experiential background. Attitudinal changes as well as basic skills remediation are the program's focus. Students spend part of the day in the Alternative Program. The remainder of their time is divided among shop activities and regular classes at Franklin.

FLANNES JR. HIGH SCHOOL - District 3
3rd and Mifflin Sts.
Principal: Mr. Robert McCarthy

Phone Number: DE 6-4767
Coordinator: Mr. Jack Delargey

16

SNAP (Students Need Alternative Programs)

Number of Students: 30
On site

Grades: 9 and 10
Boys only

SNAP provides an atmosphere free of competition, where each student works at his own pace on each assignment. This on-site program for students who exhibit social and academic alienation in a conventional structure includes two self-contained classrooms and focuses on the development of basic academic skills. The curriculum centers around an individualized instructional unit using visuals, tapes, programmed materials, and frequent trips. Ongoing student counseling, parent contact with teachers and aides, small classes and much positive reinforcement contribute to the good teacher-pupil rapport.

GERMANTOWN HIGH SCHOOL - District 6
Germantown Ave. and High Street
Principal: Mr. Walter J. Scriven

Phone Number: 848-0606
Coordinator: Ms. Barbara Seibles

Academic Careers Program

Number of Students: 100
On site

Grades: 9 - 12

The basic concept of ACP is the establishment of more realistic ties between schooling and the working world through experience-based career education. Through their studies, students become aware of the types of jobs available and the skills and standards for each career area. The program is facilitated by flexible scheduling which allows for studies within the mainstream of Germantown High School as well as English, social studies and program guidance within ACP.

Individual needs and abilities are spotlighted. The choice of an internship or residency is the student's, with guidance from the counselor and coordinator. Career exploration for each student focuses on one of thirteen "job clusters" or fields. Courses can then be organized around common core areas of study. Students spend three to sixteen hours a week at an employer site for one or more quarters, learning about career fields which interest them. Payment is in course credits only.

Career exploration and employer site rotations provide a fuller awareness of the field than a single work experience. A Career Information Center offers students data on job availability and requirements, educational programs and financial assistance.

17

GERMANTOWN HIGH SCHOOL - District 6
McCallum and Haines Sts.
Principal: Mr. Walter Scriven

Phone Number: VI 8-2900
Director: Dr. Charles Peoples

Urban Career Education Center (UCEC)

Number of Students: 200
Off site

Grades: 10 - 12

UCEC contains three components which relate to community life and career aspirations. The focus is on skill preparation, employability, and natural life roles. The first is the Career Intern Program (CIP), designed for young people seeking an alternative to the traditional school.

The second is the Community Career Program (CCP) aimed at the parent of the student. Both student and parent are enrolled as program participants. The importance of the parents' sustained support to their children's progress is stressed. Along with this is a program to involve the immediate community in those activities which will better the community conditions. The third is the Career Orientation Program (COP) which is involved with the development of Instructional Units materials, and activities to implement an infusion of career education concepts into existing curricula K to 12.

This program was developed in conjunction with the Philadelphia Board of Education and the Opportunities Industrialization Center (OIC).

GERMANTOWN AND KING HIGH SCHOOLS - District 6
Germantown Ave. & High St.
Project Manager: Mr. Walter J. Scriven
Vice Principals: Ms. Doris Lane (Germantown)
Mr. Clyde Basham (King)

Phone Number: VI 8-0606
Coordinator: Mr. C. Frank Kellem

Talented Student Program

Number of Students: 100
(50 each from King and Germantown)

Grades: 9 - 12 (25 in each grade)

On site

The Talented Student Program offers an opportunity for students to develop their special skills. A strong academic curriculum including science, math, social studies and English prepares young people for high-level experiences after completion of the program. Cultural trips and experience-based talent development are integral to the program. Independent study and development of responsibility during community-based talent programs allow participants to function with professional agencies and personnel in non-traditional classrooms, colleges and industries.

GIRARD ELEMENTARY SCHOOL - District 2
1231 S. Broad St.
Principal: Ms. Rita Brown

Phone Number: DE 4-5161
Coordinator: Mr. Jack Carr

18

Girard Alternative Music Program (GAMP)

Number of Students: 120
Off site

Grades: 4 - 7

The Girard Alternative Music Program (GAMP) involves approximately 120 children in grades 4 through 7 as music majors at the middle school level. Music is the core of a spiral curriculum in which the academic areas are correlated with the musical elements. All aspects of the field of music are covered in the curriculum, i.e. music theory, history and performance, since the alternative nature of this program lies in music.

The children are selected based on their score from a simple, musical aptitude test. All participate in the 120 voice choir and many students are involved in orchestra, guitar, recorder and other types of musical ensembles.

Musical skills and competencies are grouped in levels (similar to those in math and reading) and children must pass levels tests to progress from level 1 through to the most advanced level 22. Music is the catalyst used to assist these children in attaining competency in the basic skills. They gain the ability necessary to use their knowledge effectively and readily in the execution of their performance.

GRATZ HIGH SCHOOL - District 4
17th and Luzerne Sts.
Principal: Ms. Daisy Richardson

Phone Number: BA 5-5385 Ext. 40
Coordinator: Mr. Arthur May

Careers Alternative Program

Number of Students: 78
On site

Grades: 10 and 11

The main objective of this program is the exploration of many different business careers to allow students to realize the many career possibilities available. Each student focuses on several business careers that are of particular interest. Experience in industry is a key part of the program, allowing young people a "hands-on" opportunity to observe people in the world of work. Classes in basic skills and office skills are small. Vocational Information through Computer Systems (VICS) is used as a counseling aid for the program.

GRATZ HIGH SCHOOL - District 4
17th and Luzerne Sts.
Principal: Ms. Daisy Richardson

Phone Number: BA 5-5385, ext. 40
Coordinator: Mr. Alan Feldman

Content Area Reading Experience (CARE)

Number of Students: 86
On site

Grades: 10 - 12

CARE offers students a traditional high school curriculum with major emphasis on improving reading in all instructional components. Math puzzles and games deal with both computational and verbal skills; sewing and shop classes use experience charts and other elementary reading techniques to relate reading skills to vocational education; English and clerical practice classes concentrate on speaking and writing skills relating to the clerical field. CARE also allows students with preprimer skills to work effectively on their weaknesses.

HARDING JR. HIGH SCHOOL - District 7
Mulberry and Meadow Sts.
Principal: Mr. Bernard Dubrow

Phone Number: CU 9-7999
Coordinators: Ms. Cathy Metz
Mr. Brad Gough

Learning Tree

Number of Students: 66
Off site

Grades: 9 Only

The Learning Tree offers a full academic program, electives, and a work apprenticeship in the community. Students from 9th grade sections at Harding are involved in the program for one year on a voluntary basis.

During the academic part of the day, students have classes in English, social studies, mathematics and science. Some classes use an open classroom approach and weekly contract system. The second part of the program concerns career education. All of the students and staff spend one day a week for 16 weeks visiting places in Philadelphia to explore career possibilities. For the remaining part of the year, each student spends six hours a week in one of various work experiences. A job counselor supervises the activities of each student, and deals with any problems that occur.

Ongoing counseling is offered formally and informally, both in groups and on an individual level. This is done by all staff members, with the aid of professionals from Northeast Mental Health Clinic. Each student and staff member is part of a small "family group", which contributes to a strong community spirit within the program.

HARRINGTON ELEMENTARY SCHOOL - District 1
53rd and Baltimore Ave.
Principal: Dr. Leon Hymovitz

Phone Number: GR 6-6725
Coordinator: Ms. Dolores Strand

20

Getting To Know You

Number of Students: 32
On site

Grades: 3 and 4

Thirteen teachers, kindergarten through grade four, have volunteered to participate in a program that stresses the role of effective development in the strengthening of basic skills. Classroom activities and exercises are highlighted by a trip to Brandywine Valley "Y" Camp in Downingtown where the carefully planned and structured program and curriculum allow a more intensive effective experience for children, parents, and teachers. The coordinator makes every effort to communicate the progress of the project to the rest of the school through staff development, newsletters, and presentations at meetings. Parents are involved as volunteers. Pre- and post-tests help to demonstrate the degree of change that takes place in reading and math. Faculty questionnaires provide sources of input and help to gauge attitude change.

JACKSON ELEMENTARY SCHOOL - District 3
12th and Federal Streets
Principal: Ms. Julia Moore

Phone Number: DE 4-2517
Coordinator: Mr. Luther Randolph

Jackson Alternative Program

Number of Students: 25
On site

Grades: 6 - 8

The creative and communicative arts are used to explore the contributions of different ethnic groups to world culture. Students of varied ethnic backgrounds who have been unable to cope with a traditional classroom environment use this exploration to develop a positive self-image and an understanding of the individual in a pluralistic society. Skills in gathering information and understanding historical concepts are developed through classroom and community experiences.

21
JACOBS ELEMENTARY SCHOOL - District 8
8400 Pine Road
Principal: Mr. James J. Adams
Director: Mr. Peter P. Quinn

Phone Number: FI 2-5000
Coordinator: Mr. William K. Fulton, III

The Bridge

Number of Students: 55
Off site

Ages: 14 - 19

The Bridge Basic Education Program is a component of The Bridge Therapeutic Center, a residential resocialization center for former drug-dependent adolescents. Affiliated with the William C. Jacobs School, The Bridge Basic Education Program provides instruction on the Secondary Level for 14-19 year olds who are residents of The Bridge Therapeutic Center. Classes are conducted on a tutorial and small group basis. Students can transfer credits back to the home high school for placement in the appropriate grade, transfer credits to receive a home high school diploma, or study for the G.E.D. exam.

The Therapy Component and the Life Skill Development Component also complement The Bridge Basic Education Program. In therapy, residents are provided with 10 hours of group therapy and minimum of one hour individual therapy per week. The Life Skill Development Program addresses itself to the leisure time of the residents, providing exposure in the areas of cultural enrichment, sports activities, and other recreational options. Along with a full medical/physical health program, a total living experience of one year duration is provided by The Bridge Therapeutic Center.

A.S. JENKS ELEMENTARY SCHOOL - District 3
13th and Porter Streets
Principal: Ms. Adele Milarsky

Phone Number: DE 4-1779
Coordinator: Ms. Ilene Silk

Jenks Alternative Program

Number of Students: 20
On site

Grades: 3 - 6

The Jenks Alternative Program uses a thematic approach to improve basic skill levels of students who are underachievers with high potential. In a flexible, responsive, yet efficient atmosphere, alternative program teachers provide the support necessary to help children improve their self-esteem. Emphasis is placed on motivation, material and personnel resources to meet the needs of each child. Interest is developed through projects, experiments, trips, multi-media materials, a class newspaper, guest speakers and activities.

Social relationships and adjustment are emphasized in a transactional analysis program and lay a strong foundation for academic work. Cultural and recreational activities and career alternatives are integrated into the program to expand the students' perceptions of the world around them.

JONES JR. HIGH SCHOOL - District 5
Amber and Willard Sts.
Principal: Dr. Saul B. Grossmann
Vice Principal: Mr. Joseph McGuinness

Phone Number: GA 6-4114
Coordinator: Mr. James A. Atkins

22

Jones Alternative Program

Number of Students: 87
Off site

Grades: 7 - 9

The Jones Alternative explores its urban environment with students to prepare them to deal with the problems they will face when they graduate from school. Use of community resources, newspaper study, classes to help students deal with the working world, and weekly trips to industrial, cultural and educational institutions make education relevant to students.

Basic skills are taught in a traditional manner in an alternative setting to provide increased individualized attention in the needed areas. Informal, ongoing counseling helps the student deal with problems that arise in school on a day-to-day basis.

KENSINGTON HIGH SCHOOL - District 5
Ritter Addition, Room 920
13th St. and Columbia Ave.
Principal: Mr. Sydney Weiss
Vice Principal: Mr. Leonard Kaltz

Phone Number: 787-8020
Coordinators: Mr. Steve Weintraub
Ms. Shirley Farmer

Kensington Careers Alternative Program (K-CAP)

Number of Students: 120
Off site

Grades: 10 - 12
Girls only

The curriculum of K-CAP is a two-pronged effort consisting of career-oriented experiences and remediation in basic skills. All students are tested by the staff to determine their present levels of proficiency. The academic curriculum is then individualized around basic concepts, allowing each student to move ahead at her own pace.

The career orientation function of the program offers opportunities for students to get an overview of the many different kinds of jobs and careers within the city. Local businesses and agencies allow students to participate in their institutions as unpaid volunteers and observers. Trips, guest speakers, and films also expose the young women to the working world.



KENSINGTON HIGH SCHOOL - District 5
 5339 N. 13th Street
 Principal: Mr. Sydney Weiss
 Vice Principal: Mr. Leonard Kaltz

Phone Number: DA 9-9867
 Coordinator: Ms. Eleanore Machlowitz

Kensington Pre-paramedic Training Program

Number of Students: 40
 Off site

Grades: 10 - 12
 Girls only

Girls who have shown an interest in paraprofessional health careers participate in this program developed in conjunction with the Philadelphia Geriatric Center. Half of the school day is spent at the Geriatric Center where students work with the elderly in the nursing home, pharmacy, hospital and offices. Students receive exposure to approximately 12 different areas. They are placed in a field of specialization for most of the school year according to interest. All training is provided by the Center's staff, who, with the alternative program teachers, prepare the students to meet the various responsibilities assigned to them. Basic skill subjects, taught during the other half of the school day integrate the hospital experiences with academic concepts.

KING HIGH SCHOOL - District 6
 Stanton Ave. & Haines St.
 Principal: Mr. Louis DeVicaris
 Vice Principal: Mr. Clyde Basham

Phone Number: WA 7-7200, ext. 61
 Coordinator: Ms. A. Lynn Dixon

Academic Careers Project

Number of Students: 100
 On site

Grades: 10 - 12

The basic objectives of the Alternative Careers Program are to help the student develop skills in the academic subject areas and to offer him alternative educational experiences which will enable him to better understand and prepare for future career opportunities. Students receive special classes in academic subjects in addition to regularly scheduled classes in career development. This program utilizes classroom activities, specialized counseling, educational field experiences, community resources, guest speakers and special presentations to increase individual self-knowledge and awareness.

Students move from general career explorations to the selection of one specialized career to be studied at an off-site learning station. The Academic Careers Project offers students an opportunity to take an active role in planning for career goals.

KING HIGH SCHOOL - District 6
Germantown YMCA
Greene St. and Chelton Ave.
Principal: Mr. Louis DeVicaris
Vice Principal: Dr. Keith Rose

Alternative Education Program

Number of Students: 80
Off site

Phone Number: 844-3281
Coordinator: Mr. James Sloan

Grades: 9 - 12

This program is designed to provide students with a more personalized atmosphere for learning academic skills, career opportunities, and self-awareness. Instruction is geared toward individualized or small group work. Learning packets, mini-units, and student contracts are used as fully as possible, allowing students to progress at their own rates. Through use of diagnostic tests, students needing additional work in basic skill areas are identified and are offered supplemental assistance on a regular basis. Electives include photography, black history, music appreciation (classical, jazz and rock), art and fashion.

Another programmatic aspect is the development of student awareness of career opportunities and work-related behavior requirements. Trips to businesses and industries are planned, and occupational problems and situations are integrated into the school curriculum.

To increase self-awareness, students are divided into "family groups" of 14 students which meet at least once a week to participate in group dynamics and values clarification.

LEA JUNIOR HIGH SCHOOL - District 1
4601 Spruce Street
Principal: Mr. Charles E. Thompson

Open Classroom

Number of Students: 50
Off site

Phone Number: SH 8-1399
Coordinator: Mr. Norris Eldridge

Grades: 7 - 8

The goals of the Lea Open Classroom are to improve attendance, raise mathematics and reading levels and to develop problem-solving techniques of 7th, 8th and 9th grade students. The open classroom approach stresses teacher-pupil planning, cooperative group work and evaluation, individual and small group instruction. Trips and out-of-school activities are used to expand the academic program. The Lea Open Classroom provides an alternative classroom approach to the students and parents of the home school.

25
LEEDS MIDDLE SCHOOL - District 6
Mt. Pleasant & Woolston
Principal: Mr. Albert Sessions
Vice Principal: Mr. Perry Robinson

Phone Number: CH 8-1160
Coordinator: Ms. Eva Hocker

Career Education Alternative Program

Number of Students: 100
On site

Grades: 7 and 8

Students are divided into four groups - 25 in a group. They meet with their career education teachers six periods a week.

The goals of this program are: a) to increase the student's understanding of the world of work and how he relates to it; b) to effect awareness and preference toward different occupational areas; c) to encourage students to become more aware of their own interests, abilities, values and needs as a step toward effective decision making and career choice; d) to help students gain a better appreciation of the need for academic and/or vocational education and the relationship that these have in enabling individuals to make more satisfactory career choices.

Many different types of activities are provided. Classroom activities include "hands-on" vocational projects, use of instructional materials and audio-visual aids, resource persons and class trips.

LEEDS MIDDLE SCHOOL - District 6
Cedarbrook Barracks, Building "C"
Between Cheltenham & Pickering at Mt. Pleasant
Principal: Mr. Albert Sessions

Phone Number: WA 7-3566
Coordinator: Ms. Loretta Canty

Samson L. Freedman School of Humanities

Number of Students: 150
Off site

Grades: 6 - 8

The School of Humanities is a program planned especially for pupils. Students and teachers work as a team toward a responsive, humane environment, one in which pupils are given the opportunity "to be" and "to become."

The Samson L. Freedman School of Humanities has developed thematic humanities curricula for program activities and for dissemination as curriculum guides for other interested personnel. An interdisciplinary and cross-cultural approach aims to develop the self-confidence each student needs to cope with himself and his environment. Activities include field trips, guest speakers, and interaction with community leaders and students from other schools, career guidance, mini-courses and thematic courses. Both students and staff choose to be in this program.

LEWIS MIDDLE SCHOOL - District 6
 6100 Stenton Ave.
 Principal: Mr. Albert Jackson
 Assistant Principal: Ms. Dorothy Rush

Phone Number: 927-6030
 Coordinator: Ms. Carolyn Keels

Number of Students: 96
 Off site

Grades: 7 and 8

The Alternative Program, Think Tank, is designed to help seventh and eighth grade students in an ungraded organizational pattern to develop thinking and problem-solving skills. The program serves a target population representative of the larger school. Students and their parents opt for this program, thereby ensuring their support for its success.

This off-site setting, which is adjacent to the school property, provides an atmosphere conducive to the acquisition and sharpening of basic skills and the opportunity to become involved in many exploratory experiences. Many approaches have been instituted to implement the instructional program including interdisciplinary teaming, individual contracts, large group instruction, independent study and activity centers.

LOWER KENSINGTON ENVIRONMENTAL CENTER - District 5
 1502 Frankford Ave.
 Director: Mr. Leon Alexander

Phone Number: GA 6-7335
 Coordinator: Mr. Douglas Wild, Acting

Lower Kensington Environmental School

Number of Students: 65

Grades: 7 - 12

A major goal of the Lower Kensington Environmental Center is to help students relate their education to their environment. The school component serves junior high students referred by school counselors, the courts, and various community agencies. In this educational setting students have an opportunity to become more responsible for their behavior and to learn to evaluate their own performances. Participating students receive intensive instruction in reading and mathematics. Counseling is available on an ongoing basis through relationships developed with the staff. The resultant supportive atmosphere improves attendance and makes education attractive to young people.



MANN ELEMENTARY SCHOOL - District 4
 54th and Berks Sts.
 Principal: Mr. Walter Williams

Phone Number: GR 3-2225
 Coordinator: Ms. Bettye Bagwell

Enrichment Center

Number of Students: 120 (60 each semester)
 On site

Grades: 3 - 5

The Enrichment Center uses a thematic approach which gives highly motivated students many opportunities to explore their interests, to develop leadership qualities and to demonstrate creative talents. The themes offer children the chance to complete individualized assignments in areas of special interest or in areas where special abilities can be extended. The alternative program supplements the basic skills program at the Mann School by recognizing proficiency in basic skills areas and aiming at pupil activities that help develop creativity. Field trips are an integral part of the program because of the wide stimulation and motivation they provide.

MASTBAUM VOCATIONAL/TECHNICAL HIGH SCHOOL - District 5
 Frankford Ave. & Clementine Sts.
 Principal: Mr. Milton Sussman

Phone Number: GA 5-7261
 Coordinator: Ms. Barbara Siskin

PRIDE - Vocational Articulation Program

Number of Students: 300
 On site

Grades: 8 and 9

PRIDE is a career education program established as an ancillary service for the 8th and 9th grade alternative program students from the junior high schools in District 5. The students are exposed to the fifteen career clusters by participating in a multi-media approach to career education. Highlighting their weekly experiences at Mastbaum are visits to the various shops and classes. These are intended to give students the opportunity to experience what training for different jobs would entail. In many instances, the students have the opportunity to perform tasks as they are done in the world of work. When students are able to identify interest areas, they receive extensive exposure to those areas. The program is aimed at helping students to choose high school curricula and to stimulate them to achieve their goals. Also, mainstreaming support is given to former alternative program students accepted at Mastbaum.

MCCLOSKEY ELEMENTARY SCHOOL - District 6
Pickering and Gowen Ave.
Principal: Mr. Gerald Klein

Phone Number: CH 8-0878
Coordinator: Ms. Barbara Serinsky

28

Junior Experience Training (JET)

Number of Students: 60 each term total 120 each year
On site

Grades: 4 and 5

Sixty fourth and fifth grade students at McCloskey cycle into the JET program from their regular classroom, four days a week for 45-60 minutes each day. Over the year approximately 120 students are directly serviced by the program. Enhanced learning through increased self-awareness and exposure to the world of work is the primary goal of this motivational program. It is hoped that school work will become more important to the children as they recognize the need for proficiency in basic skills in order to attain success in various occupations. Students participate in individualized and small group activities which build awareness of individual abilities, interests, and needs.

Alternatives in future education and vocational choices are presented in class and direct field experiences. Experiences range from in-school workshops to community, civic, business, and cultural and educational field trips.

McCLURE ELEMENTARY SCHOOL - District 7
St. Simeon's, 8th and Luzerne Streets
Principal: Mr. Irving Spaner

Phone Number: BA 5-6215
Coordinators: Ms. Patricia Sexton
Mr. John McGovern

Learning Unlimited

Number of Students: 43
Off site

Grades: 4 - 6

This program involves 43 pupils in 4th, 5th and 6th grades. Aimed at a cross-section of the school population, the classes are cross-aged and include students with varying abilities, needs and personality characteristics. A multi-media approach based on a flexible, activity-centered curriculum is used. There is a balance of classroom and field activities. Components include affective education, creative dramatics, peer group tutoring and trans-generational education. The off-site location allows students to relate to each other and to teachers in a more informal and personal manner. There is always time to give attention to an individual's problems or concerns.



MEADE ELEMENTARY SCHOOL - District 2
 18th and Oxford Sts.
 Principal: Mr. Mark Levin

Phone Number: PO 3-7776
 Coordinator: Ms. Anita Schumer

Returning To Learning

Number of Students: 18
 On site

Grades: 4 - 6

Motivating students with erratic attendance patterns is one of the major goals of the Meade Elementary School Alternative Program. Activities and concepts are introduced gradually. When children have successfully completed their work, they are free to use activity centers. Motivation through improvement of self-concept and confidence has also been very successful. Basic skills, including oral expression, are emphasized. Community Service has been integrated into the program through resource persons and service opportunities.

MILLER SCHOOL - District 5
 Howard N. of Diamond St.
 Principal: Mr. Maurice Weeks

Phone Number: RE 9-0538
 Coordinator: Ms. Joyce Bradley

Language Skill Development Through Cooking

Number of Students: 25
 On site

Grades: 4 - 6

Developing language skills through cooking is the central theme of this program. Fourth, fifth, and sixth graders who have reading disabilities and are low achievers are cycled through the alternative program classroom. The cooking center has an open atmosphere and includes teacher, children and aides in planning and decision-making projects. Boys and girls are involved in library research, newspaper research, comparative shopping, cooking, record keeping and a final project of presenting the school with a cookbook.



NEIGHBORHOOD EDUCATION & COUNSELING CENTER - District 5
1327 N. Franklin St.

Phone Number: CE 5-0228, 68
 Coordinators: Mr. Donald Rivers
 Mr. Ronald Jackson

Franklin House

Number of Students: 50 - 60 Full Time
 5 - 10 Tutoring Only

Grades: 7 - 12

Franklin House offers a family-like atmosphere for young people with problems in academic achievement, attendance and social/emotional adjustment. It maintains close liaisons with the Office of Special Education as well as with the Alternative Programs Office. The individually paced academic program focuses on basic skills. Equal stress is placed on individual social and emotional development through group counseling and special psychological services provided by Temple University. The staff spends a great deal of time establishing a rapport with students through home visits, counseling, tutoring and weekend trips. Franklin House services students from all parts of the city.

NORTHEAST HIGH SCHOOL - District 8
Cottman and Algon Aves.
Principal: Mr. Theodore Beck

Phone Number: PI 2-0110
 Coordinator: Ms. Vivian Langberg

Alternative Career Experience (ACE)

Number of Students: 75
 On site

Grades: 11 - 12

The Alternative Career Experience (ACE) program emphasizes social and interpersonal skills as well as personal growth. Each participant spends six hours per week at a supervised work experience site which relates to his own field of interest. Placements include a wide range of social and government agencies as well as business, industrial and professional establishments.

Students' rosters are adjusted to enable them to leave school early for their career placements. The ACE courses provide a core of English, social studies and psychology where, in small, student-centered classes, teachers and students work together to identify students' needs and to strengthen skills in areas relating to future vocational and education choices. Other courses are taken in regular classes offered by Northeast High School.



OLNEY HIGH SCHOOL - District 7
 Front & Duncannon Sts.
 Principal: Mr. Mervin Krimins

Phone Number: DA 4-6100
 Coordinator: Mr. Robert Holden

Academy for Career Education

Number of Students: 300
 On site

Grades: 9 - 12

The career-based education offered at Olney ACE is designed for high school students who are hoping to develop a reality-tested career plan while they grow academically in both communication skills and in mathematics. Life skills such as decision making, information processing and responsibility are a third goal of the program. ACE has three instructional units: Career Development, Career Guidance and Academic Resource Center. Career Development utilizes a network of approximately 150 businesses and agencies to deliver instructional programs to students. Students spend at least one full day each week at these resource sites.

Career Guidance consists of small group seminars and individual assessment sessions. The small group seminars, which meet weekly for one period, focus on values clarification and career decision making and problem solving. The Academic Resource Center provides individualized learning opportunities in communication skills and mathematics. Students are scheduled into the Center for eight periods of instruction each week.

OVERBROOK HIGH SCHOOL - District 4
 59th and Lancaster Ave.
 Principal: Mr. Leroy S. Layton

Phone Number: GR 7-3310
 Coordinator: Ms. Florence Bortnickner

Alternative Careers

Number of Students: 180
 On site

Grades: 10 - 12

Improving basic skills in order to work toward specific career goals is the focus of the Overbrook Alternative Careers Program. In addition to block-rostered English and Math classes, seniors participate in off-site learning stations. The curriculum features career speakers from the community. Frequent trips, use of the Vocational Information through Computer Systems (VICS) and off-site experience in industry help orient students toward realistic vocational goals. College representatives visit periodically to speak about the role of higher education in career choices.

OVERBROOK HIGH SCHOOL - District 4
59th St. and Lancaster Ave.
Principal: Mr. Leroy S. Layton
Vice Principal: Mr. William Shaffer

Phone Number: TR 8-8200
Coordinator: Ms. Jeanne Hamilton

32

Alternative Program

Number of Students: 90
On site

Grades: 10 - 12

Students with a history of non-attendance or low attendance who opt for this program have the opportunity to pursue their studies in self-contained classrooms in which they are offered a highly individualized curriculum which emphasizes basic skills. Students are tested in skills at the time of their entrance into the program, and are given one-to-one help as they progress in these areas. Personal guidance and frequent contact with the families of the students are integral to the program. A sense of achievement and realistic self-confidence grow with and promote academic achievement. Career guidance and freedom to be involved in the activities of the larger school help students prepare for post-high school experiences.



OVERBROOK HIGH SCHOOL - District 4
59th and Lancaster Ave.
Principal: Mr. Leroy S. Layton
Vice Principal: Mr. Carmen LaRocca

Phone Number: TR 8-8200
Coordinator: Commander Charles Batten

Navy Junior Reserve Officers Training Corps (NJROTC)

Number of Students: 100
On site

Grades: 10 - 12

NJROTC is primarily an academic program which supplements existing instructional material in history, math and sciences. Oceanography, meteorology, astronomy, leadership and psychology are introduced. Learning is related to useful careers. Participating students are average or above average in scholastic and physical abilities. Activities include a drill team, a parading unit, trips, and social activities.



PARKWAY PROGRAM - District 2
13th and Spring Garden Sts. Room 308
Principal: Dr. James Lytle

Phone Number: MA 7-3266
Planner/Disseminator: Ms. Ruth Steele

Number of Students: 1250

Grades: 9 - 12

The Parkway Program looks for self-directed high school students with a strong sense of responsibility. Admission is by city-wide lottery. Philadelphia functions as the program's extended campus. Students study at educational, cultural and scientific institutions and at social agencies throughout Philadelphia. Through their studies at locations around the city, Parkway youngsters gain a comfortable familiarity with Philadelphia and a feeling of autonomy as they move from place to place. This attempt to blend school life with the city makes education especially vital to participants.

Basic skills are taught in small groups to those who need them by specially trained teachers. For all students, emphasis is placed on decision-making, responsible action and evaluation. The Parkway course catalogue features over one hundred courses each term. Independent study in a field of personal interest is an option pursued by most students. Parkway participants plan their own schedules. The result is completely individualized rosters. Increased freedom becomes a motivator for youngsters to develop a sense of responsibility and greater independence.

There are no upper limits for the gifted and ambitious student. College courses are available to qualified youngsters. With the advice of the principal, early graduation can be arranged for Parkway participants who are able to complete their requirements by taking extra course work in ninth, tenth and eleventh grades. Students who complete their work early go on to college, to a career or spend an extra year at Parkway pursuing advanced studies. The college acceptance rate among those who apply approaches one hundred percent.

Parkway offers a full high school curriculum in addition to work/study and college courses. Classes, always small and informal, run the gamut from traditional to innovative structures. Activities depend on students' needs, interests and abilities.

Alpha Community	Shel Berman	251 N. Lawrence St.	WA 2-3484
Beta Community	Julius Bennet	21 S. 21st St.	LO 3-6964
Gamma Community	John Chapman	3833 Walnut St.	EV 6-2527
Delta Community	Ella Travis	6008 Wayne Ave.	VI 3-6133
Zeta Community	Kathy Blunt	334-36 S. 13th St.	732-0100

WILLIAM PENN HIGH SCHOOL - District 2
Broad and Master Sts.
Principal: Ms. Odette Harris

Phone Number: 978-7200, Ext. 42
Coordinator: Ms. Shirley Goldsby

34

Career Awareness Program

Number of Students: 100
On site

Grades: 10 and 11

The goal of the program is to acquaint students with the world of work and to help them develop realistic and readily achievable career goals in keeping with their interests and abilities. Emphasis is placed upon job skills such as filling out applications, taking tests, interviewing techniques and work habits as well as concentrated career information dealing with technical vocabularies, educational requirements for jobs, job opportunities, and career trends.

Some of the activities scheduled during the 11th grade and 10th grade careers education course include: on-job-site visits, speakers, visits to vocational schools, field trips, films, film strips, workshops, testing and concentrated class work in career-related skills. Activities also included are individual and group counseling and frequent use of the Career Resource Center, which includes the Vocational Information Center computer.

PENN TREATY JUNIOR HIGH SCHOOL - District 5
701 East Thompson St.
Principal: Mr. Joseph Doyle

Phone Number: GA 6-5111
Coordinator: Mr. James D.B. Weiss, Jr.
Lead Teacher: Ms. Gladys Smith

Better Education Through Service and Training (BEST)

Number of Students: 90
Off site

Grades: 9 Only
Girls only

BEST is a motivation and career education program for ninth-grade girls who are looking for an alternative to the conventional school classroom. BEST offers the student a family-like unit in a self-contained classroom. A traditional teaching approach is used with a strong emphasis on developing basic skills.

Through the career component the girls participate in work experiences in hospital training and elementary school tutoring. Close communication is maintained between elementary school staff and hospital staff and BEST teachers. Students spend two or three days at the work experience site. The remaining half week is spent on site at BEST for basic skills instruction.

PENN TREATY JR. HIGH SCHOOL/EDISON HIGH SCHOOL - District 5

1603 Frankford Avenue

Principals: Mr. John Ferreira (Edison)

Mr. Joseph T. Doyle (Penn Treaty)

Phone Number: GA 3-7691

Coordinator: Mr. James D.B. Weiss, Jr.

Penn Treaty-Edison Program (PEP)

Number of Students: 60

Off site

Grades: 9 - 10

Boys only

PEP is a drop-out prevention program which offers boys a smaller, more personalized atmosphere and reduced instructional rigidity to explore various approaches to learning. The students selected for the program have poor patterns of attendance and need academic remediation.

The students are divided into two groups for classroom activities which include English, social studies, science and mathematics. Bilingual aides assist in teaching and work with those students who are not proficient in English. Special emphasis is placed on reading and remedial math.

After school activities include sports and driver education. All PEP students are scheduled to attend classes at the A. Phillip Randolph Skills Center. Ninth graders are involved in the Trade Exploratory program. Tenth graders are assigned a specific skill cluster.

PENROSE ELEMENTARY SCHOOL - District 1

78th and Este Sts.

Principal: Mr. Frank Salandria

Phone Number: 365-6292

Coordinator: Ms. Paula DiJoseph

Penrose Elementary Alternative Program

Number of Students: 20

On site

Grades: 3 and 4

Located in an area where the resources of the city are not readily available to students, the Penrose Alternative Program opens to students various cultural, historical and educational activities, sites and events. Trips are used to enhance achievement in basic skills. The curriculum is developed as a natural extension of the child's total experiences, using many different innovative materials within a flexible classroom structure. Activities encourage understanding of concepts and their application to situations outside of the classroom.

Parents are invited on each trip and monthly meetings are held to integrate home and school environments. Community resource people are invited to the classroom, as well, to share their experiences with the students.

PHILADELPHIA HIGH SCHOOL FOR GIRLS - District 6
Broad St. and Olney Ave.
Principal: Ms. Marion L. Steet

Phone Number: WA 7-3675
Coordinator: Ms. Rae Niefeld

36

Study - Action

Number of Students: 150
On site

Grades: 9 - 12
Girls only

The Study - Action Program enriches the educations of many of the students at Girls High. If she chooses to apply, a student may pursue independent work in any of the many vocations, artistic disciplines or academic areas. All Study - Action projects are undertaken in addition to a regular academic curriculum. A minimum of 40 hours in community placements or individual projects is required. Participants in the program serve as aides in such fields as teaching, physical therapy, laboratory research and communication. Independent study includes the fields of music, art, archeology and law. An evaluation sheet of each student's alternative experience is sent to colleges with her transcript.

PHILADELPHIA INTERNSHIP PROGRAM
Director: Dr. Lorraine H. Brown

Phone Number: 299-7946
Coordinator: Dr. Michele G. Kayden

Number of Students: 35 each term

Grades: 11 and 12

PIP enables outstanding juniors and seniors to serve for one semester on sabbatical leave from their high schools as full-time assistants to senior officials or executives in a variety of Philadelphia agencies and corporations encompassing government, private enterprise, law, medicine, education, media, the arts, civic organizations and social service agencies. This experience is designed to familiarize students with the workings of bureaucracies and the functions of decision makers, as well as providing a career-exploration experience. Students report to their sponsoring organization four full days per week, where they attend important meetings and conferences, prepare vital reports, make public presentations, conduct research, prepare policy recommendations, and develop significant projects requested by the sponsoring executive. In community service agencies, interns also spend some of their time as program organizers, teachers, and human service specialists.

All interns meet with the program coordinator on Fridays for seminars on organizational theory and management, examining pertinent issues such as staff structure, organizational priorities, fiscal constraints, and personnel policies.



PICKETT MIDDLE SCHOOL - District 6
 Wayne and Chelton Aves.
 Principal: Ms. Francenia Emery

Phone Number: VI 4-2100
 Coordinator: Ms. Dolores Puckett

Project Future

Number of Students: 50
 On site

Grades: 6 - 8

This program introduces students to vocations and careers through interviews and explanations of duties by professional personnel. Vocabulary is increased, listening skills are improved, and math is made more meaningful to the individual as he compares salaries, salary increases and benefits. The relationship of subject matter is recognized. This provides incentive to students to improve skills which were previously deemed unimportant to their lives. The pupils also discover the importance of attendance and punctuality.

Students are encouraged to work independently and interdependently on assigned tasks. While independence is encouraged, peer aid and assistance are also stressed. Teachers guide students through the various steps for improving and strengthening areas of weakness and further developing areas of strength. They attempt to explain reasons for and methods of improving basic skills and to be a resource for guidance and encouragement. Former pupils guide, direct, and help new students adjust to the program.

POWEL ELEMENTARY SCHOOL - District 1
 36th and Powelton Ave.
 Principal: Mr. Thomas Young

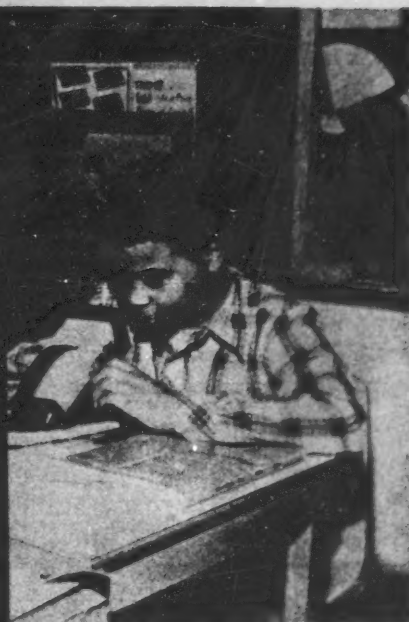
Phone Number: BA 2-6016
 Coordinator: Ms. Penelope Barchfeld
 Venet

Powel Alternative Program

Number of Students: 18
 On site

Grades: 4 - 6

A thematic approach is used to raise the reading levels of 4th and 5th grade students who are working at least 2 years below grade level. The alternative program provides a "family-group" atmosphere in which children relate in a more personal, informal atmosphere. Much of the work is project oriented, with students working both individually and in small groups. Students select an area of interest which they explore through various reading materials, community resources, audio-visual aides and guest speakers dealing with that area. Trips and other follow-up activities are used to develop interest in the projects and provide further information. Upon completion of the projects the students are permitted to keep the books they have read, thus building up their own home libraries. Children are encouraged to develop the talents they possess. The program is involved in an on-going series of lessons at the Civic Center Museum, the Art Museum and the Wagner Institute of Science.



POWEL ELEMENTARY SCHOOL - District 1
3500 Lancaster Ave.
Principal: Mr. Thomas Young

Phone Number: EV 6-9884
Coordinator: Ms. Nina Herlick

38

Middle Years Alternative (MYA)

Number of Students: 75
Off site

Grades: 6 - 8

This is an alternative for students who are interested in a creative learning experience. The resources of the University community, field trips, and independent projects form the building blocks of the program. Students participate in an ungraded, independent study program based on contracts, learning stations, activity centers, and small group instruction. They are encouraged to take responsibility for their own learning and to work with minimum teacher supervision.

PRATT-ARNOLD SCHOOL - District 4
22nd St. & Susquehanna Ave.
Principal: Mr. Elliot Jacoby

Phone Number: CE 2-1221
Coordinator: Ms. Ruby Watson

Tutorial Community

Number of Students: 40
On site

Grades: 5 and 6

The Tutorial Community uses cross-age tutoring in an open classroom setting to teach basic skills. The total climate of learning is changed to provide a totally new framework in which students are motivated to learn. Students in 5th and 6th grades whose reading scores are below the 16th percentile act as tutors for children in lower grades on a daily basis. The tutors are trained by the alternative class teacher. Major emphasis is placed on helping a child become responsible for his own learning. Students derive a two-way benefit from participation in the program: (1) Students raise their own percentile ranks in basic skills and (2) each shows notable improvement in motivation toward learning.

The program utilizes the services of School Volunteer Services personnel to assist in orientation of tutors. Individual volunteers have also participated in the program.

39

PRINCE HALL ELEMENTARY SCHOOL - District 6
Gretz and Godfrey Ave.
Principal: Ms. Martha Young

Phone Number: WA 7-7024
Coordinator: Ms. Brenda Braithwaite

Prince Hall Alternative Program

Number of Students: 24
On site

Grades: 4 - 6

The Prince Hall Alternative Program provides for the development of the whole child through instructional strategies that afford the opportunity for affective and cognitive growth. Individualization of instruction is accomplished through the use of diagnostic-prescriptive techniques, self-paced learning packets, and an activity-centered curriculum. Inter- and intra-group student relations are maximized by simulation gaming, small group instruction and educational trip experiences. Thematic units and task-oriented projects are an ongoing part of the instructional program. Food preparation is incorporated into the curriculum to provide reinforcement in mathematics and reading. Varied materials are used to implement a multi-level approach appropriate to each student's instructional level.

7

RHOADS ELEMENTARY SCHOOL - District 1
50th and Parrish Sts.
Principal: Dr. Robert L. Chapman

Phone Number: TR 7-4363
Coordinator: Mr. Edward E. Grant

Rhoads Alternative Program

Number of Students: 20
On Site

Grades: 5 and 6

The Rhoads Alternative Program is a self-contained classroom for students in the fifth and sixth grades who have had trouble adjusting to the conventional school experiences, but whose problems are not academic. Emphasis is placed on teaching children to work cooperatively on basic skills projects and raising reading and mathematics levels. Students gain a sense of self-worth through tutoring younger children. Classroom activities include gardening, photography and carpentry projects that directly affect their environment. Students work on applied basic skills in their own greenhouse, darkroom and different parts of the school and community.

RHODES MIDDLE SCHOOL - District 4
29th and Clearfield Sts.
Principal: Mr. Jacob Hoffman

Phone Number: 223-3261
Coordinator: Mr. Peter Sperling

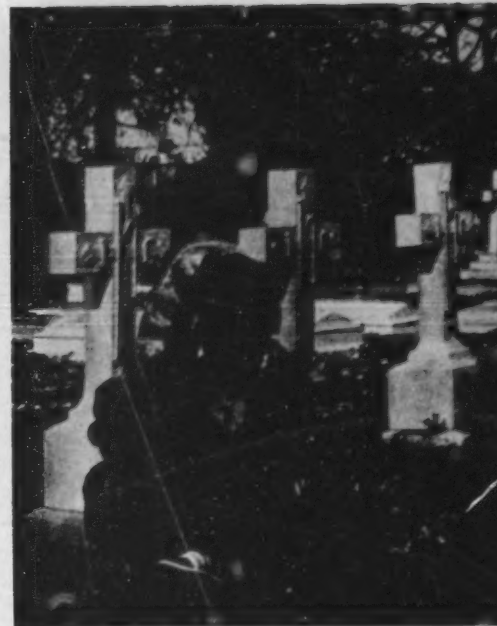
40

Tune In - Turn On

Number of Students: 40 to 50
On Site

Grades: 7 and 8

A heterogeneous group of students is offered a unique in-and-out-of-school communications and media experience through this alternative program. Working together, students and staff make use of a variety of innovative activities. These include RAFLN (Radio Alternatives For Learning Now) a project held in conjunction with radio station WFLN, practical learning experiences in the Rhodes Television Studio, and an intensive course in television, radio, and journalism. Strong student-teacher rapport through the use of family grouping and selective contracting enables this program to address the needs of students that were not being met in the regular classroom. "Tune In - Turn On" provides a closed circuit T.V. program, a student newspaper, and several radio programs as a service to the main school environment.



ROOSEVELT MIDDLE SCHOOL - District 6
Washington La. and Musgrave St.
Principal: Mr. Willie Toles

Phone Number: VI 3-0703
Coordinator: Ms. Barbara Parks

Operation Prestige

Number of Students: 72
On site

Grades: 7 and 8

This on-site program for students not working up to their capacity concentrates on the development of academic skills, a positive self-image and positive behavioral attitudes. A highly individualized approach is used in the teaching of basic skills. Separate facilities are used for small group instruction in social studies, science, and math, and there is a reading clinic. Strong emphasis is placed on learning the actual skills required for employment. The career curriculum familiarizes students with the world of work, attempting to motivate students to obtain salable skills. An intensive individual and group counseling program and Motivational Cultural Enrichment Project provide supportive and diverse enrichment activities to stimulate students' involvement in school.

41
ROWEN ELEMENTARY SCHOOL - District 6
6817 N. 16th St.
Principal: Dr. Maxwell Kushner

Phone Number: LI 9-3654
Coordinator: Ms. Ada Hyams

Child Benefit Class

Number of Students: 12
On site

Grades: 5 and 6

The Child Benefit Class provides pupils who have displayed progressive alienation with ongoing counseling in a classroom structure which offers an opportunity for students to relate to their educational experiences in a new framework. It is a constructive intermediary approach to conventional disciplinary measures for grades 5 and 6. In the Child Benefit Class a student has a chance to work in an atmosphere which is non-competitive and non-threatening. The program and schedule are flexible in order to foster individualization, tutorial service and informal talk sessions. The curriculum itself consists of reality-oriented, living-playing-learning experiences that offer continuity, stability, security and a sense of achievement for the child with educational objectives in the cognitive, affective and psychomotor domains.

ROXBOROUGH HIGH SCHOOL - District 6
Ridge Ave. & Fountain St.
Principal: Mr. Robert G. Hoffman

Phone Number: 483-0784
Coordinator: Mr. Sidney Levy

Alternative Careers Program

Number of Students: 85 - 100
On site

Grades: 9 and 10

The main thrust of this program is to strengthen basic skills with career content, career awareness, and off-site experiential career-related explorations for each student. The program is organized as a mini-school within the main building through a block rostering concept. The students are offered educational career opportunities for skills acquisition, so that they are able to enrich and enjoy fuller lives in satisfying careers.

The program focuses specifically upon career awareness and exploration, leading to career choices and skills acquisition and post-high school programs providing that training. The curriculum is, as much as possible, adapted to maximize career content.

ROXBOROUGH HIGH SCHOOL - District 6
6401 Wayne Avenue
Principal: Mr. Robert Hoffman

Phone Number: 842-0329
Coordinators: Mr. William Hogan
Ms. Ruth Weintraub

42

Preparatory 6 (District 6 Alternative)

Number of Students: 150
Off site

Grades: 10 - 12

The District Six Alternative, an integration magnet, provides an innovative, flexible high school program in an off-site setting. Emphasis is placed on creating a more "humanized" environment, developing in students a greater sensitivity toward each other and toward their own needs and desires. A small group of students work with each teacher in a "family" group which provides support and informal peer counseling.

Academic courses attempt to develop critical thinking. The program offers approximately 40 mini-courses in each ten week session. Students are involved in the course selection process and curriculum development. Emphasis is placed on active student participation. The strength of this program is the excellent rapport and environment where everyone cares. Prep 6 draws its student body from Roxborough, King and Germantown High Schools.

RUSH MIDDLE SCHOOL - District 8
Knights & Fairdale Roads
Principal: Mr. Edward Itzenzon

Phone Number: NE 7-2200
Coordinators: Mr. Robert Shoen
Ms. Shirley Solop

Rush Alternative Program

Number of Students: 60
On Site

Grades: 6 - 8

The Rush Alternative Programs offer students an open classroom atmosphere in which individualized activities and joint teacher/pupil planning is stressed. The staff identifies student weaknesses, then prescribes and supports a program of remedial activities. Academic growth is viewed as a by-product of a relatively free atmosphere. A reward system is used as a motivational device. Students receive "funny money" for completing various instructional tasks. The money may be redeemed for different games and books which students may keep.



SARTAIN ELEMENTARY SCHOOL - District 2
 31st and Oxford Sts.
 Principal: Mr. James Jones

Phone Number: PO 5-2720
 Coordinator: Ms. Hallie Billups

The Sartain Alternative Program

Number of Students: 21
 On Site

Grades: 1 only

The Sartain Alternative Program provides an open-classroom experience for twenty-one four and five year old first graders. Children involved in the program are recommended for early school placement by the pre-school program at Community Concern #13's Multi-Purpose Learning Center. Student achievement is monitored through grades two and three. The program blends cognitive and affective approaches to basic skills subjects in a learning environment where students are freer, more relaxed, and encouraged to make choices. The first graders participate in an afterschool tutorial project where skills are reinforced and peer interaction is promoted through both socialized and free play activities.

SOCIETY HILL PLAYHOUSE - District 3
 507 South 8th Street
 Director: Ms. Deen Kogan

Phone Number: WA 3-0210
 Coordinator: Ms. Susan Turkish

Philadelphia Youth Theatre/Alternative Program

Number of Students: 35 - 40

Grades: 11 and 12

Interest in the theater is a great motivator for a number of Philadelphia's young people. Some of these students find their ways to the Philadelphia Youth Theatre where their commitment to drama helps them develop a sense of responsibility as well as a positive attitude toward themselves and their work. Theater is also used as a motivator for achievement in basic academic areas: Literature classes make sophisticated studies of modern and historic plays; public speaking and dramatic interpretation classes develop effective speech patterns; a study of past and current acting techniques gives students a historical perspective on the field. Professionals instruct studies in the dramatic arts. Courses include improvisation, movement and body control, technical work, rehearsal and a performance for 3200 area high school students. Promotional work takes students into the community.



SOLIS-COHEN ELEMENTARY SCHOOL - District 8
Tyson and Horrocks St.
Principal: Ms. Ethel F. Rubin

Phone Number: FI 2-3000
Coordinator: Ms. Gerry Seltzer

44

Spotlight On People

Number of Students: 75
On site

Grades: 4 and 5

Cultural anthropology is used to develop an understanding of "self" in relation to other members of the class and in the society. A multi-ethnic, multi-racial group of students study cultural patterns of each country of origin of the pupils. Their study encompasses social studies, history, literature, folk tales, crafts, music and drama, particularly emphasizing self-evaluation and human relationships. Five 4th and two 5th grade classes are rostered into the "Spotlight" class for approximately 45 minutes each day as an integral part of their regular curriculum. Curriculum components also include the improvement of research skills and writing through interesting content material. Parents are involved in a weekly workshop and are sometimes called upon as resource persons.

SOUTH PHILADELPHIA HIGH SCHOOL - District 3
Broad and Jackson Sts.
Principal: Mr. Benito Farnese
Vice Principal: Mr. James Gibbs

Phone Number: HO 7-7925
Coordinator: Mr. Robert Fisicaro

Southern Alternative Learning Experience (SALE)

Number of Students: 60
Off site

Grades: 10 - 11

The SALE program attempts to meet the needs of students who feel defeated in the regular high school classroom. A core-type curriculum and friendly atmosphere encourage student adjustment. The faculty is composed of teachers who attempt to effect positive changes in student attitude and behavior. Other faculty members with specialized skills offer their services to the alternative program experience. Career education is integral to the program. Out-of-classroom learning experiences, trips and speakers contribute to student awareness of the working world. Class size is limited to fifteen students. Highly personalized instruction and a strong counseling component help the young people readjust to the regular school classroom.

STETSON JR. HIGH SCHOOL - District 5
 Providence United Methodist Church
 Front and Allegheny Ave.
 Principal: Mr. Herbert Jung

Phone Number: GA 3-6969
 Coordinator: Mr. Jay Steele

Leadership Training Program

Number of Students: 66
 Off site

Grades: 8 and 9

The Stetson Alternative Leadership Training Program has been established to serve students who have been identified as not working up to potential. The objectives of the SALT Program have been designed to identify, strengthen, and support leadership skills and enhance academic achievement. Programs have been established to increase achievement in basic skills, to develop career education skills, and to promote opportunities to explore cultural differences and similarities in a multi-racial setting. A variety of courses are offered including French, Spanish, math, science, social science, language arts, career education, research study skills and leadership training.

STODDART-FLEISHER JR. HIGH SCHOOL - District 3
 13th and Green Sts.
 Principal: Mr. Samuel Staff

Phone Number: MA 7-2083
 Coordinator: Ms. Barbara Shankin

Stoddart-Fleisher Alternative Program

Number of Students: 120
 On site

Grades: 7 - 9

At Stoddart-Fleisher Junior High School, students participate in a non-graded situation in a mini-school concept. Pupils remain within the unit with an interdisciplinary team of teachers. Rostering allows for maximum flexibility in curriculum development and for pupil mobility to support the academic, social, emotional and interest needs of the individual.

Work on basic skills is intensive. Students in this program have the additional opportunity for further development of attitudes, skills and concepts which they find personally fulfilling. Very often, it is this opportunity which allows students to develop the desire and ability to learn, an ability which they will be able to apply to diverse life situations in the future.

SULZBERGER JUNIOR HIGH SCHOOL - District 1
49th and Wyalusing Ave.
Principal: Ms. Nellie W. Gaylord

Phone Number: TR 8-0885
Coordinator: Ms. Sally Morris

46

Sulzberger Alternative Program

Number of Students: 67
Off site

Grades: 9 only

Students in the Sulzberger Alternative Program are offered a choice of individualized programs in 9th grade. In addition to the basic course of study (math, science, English, social studies and reading), the alternative curriculum focuses on special areas of interest.

Students are offered an opportunity to explore skilled and semi-skilled career options at "off-site" job locations. A student may elect a weekly assignment to a nearby hospital, where, in addition to classroom teaching, he is exposed to all facets of hospital work. Students who are interested in the care and training of small children may elect to spend their day at one of three child care centers where they assist the teachers in all aspects of caring for the very young. Trade preparatory students get an opportunity to explore the various shops at West Philadelphia High School. Each student is assigned an individual project which he must complete within a specific time interval. All students are offered intensified reading instruction at the appropriate level.



TURNER MIDDLE SCHOOL - District 1
59th and Baltimore Avenue
Principal: Dr. Matthew C. Knowles

Phone Number: GR 4-0567
Coordinator: Ms. Miriam R. Samuels

Center for the Performing Arts

Number of Students: 140
On site

Grades: 7 and 8

A multi-media approach in teaching language arts, reading and mathematics is explored at the Center for Performing Arts. In this heterogeneous group, basic skills instruction is integrated with media and performing arts to meet the different ability levels the students exhibit. All students study elements of choreography and creative movement while taking part in dance technique classes.

Independent study projects including student researched topics of skits, audio tapes, broadcasting, dance, drama and documentary performances are incorporated in student productions which are toured to city-wide school campuses.



UNIVERSITY CITY HIGH SCHOOL - District 1
 36th and Filbert Sts.
 Principal: Dr. Davis B. Martin
 Vice Principal: Mr. Jesse Gardner

Phone: EV 7-5100, ext. 56
 Coordinator: Mary F. Griffin

Alternative Careers Program (ACP)

Number of Students: 104
 On site

Grades: 9 and 10

The West Philadelphia University City High School's Alternative Careers Program (ACP) is a three-year program of career exploration and guidance. Presently, ACP enrolls boys and girls in both 9th and 10th grades who are approximately 15 to 18 years of age. University City High Students are recommended by teachers and counselors. Applications are also accepted from feeder schools within the district. As of September, 1977, ACP will accept applications only from students in grades 10 or 11. Prospective students must express personal interests and goals in line with those of the program.

The goals of this program are: to improve the basic skills of reading and mathematics; to explore various careers; to provide entry-level skills in selected occupations; to teach occupational skills for apprenticeships and/or licenses in selected areas.

UNIVERSITY CITY HIGH SCHOOL - District 1
 36th and Filbert Sts.
 Principal: Dr. Davis B. Martin
 Vice Principal: Mr. Jesse Gardner

Phone Number: EV 7-5100
 Coordinator: Mr. Alan Kramer

Independent Study Project (ISP)

Number of Students: 150
 On site

Grades: 9 - 12

The goal of the Independent Study Project (ISP) is to provide a flexible academic program for 9th through 12th grade students in a school-within-a-school environment. There are two major components of the ISP curriculum. English and Mathematics classes are individualized. Other academic courses are more traditional, but with opportunities for independent study and special projects wherever possible. Courses are determined, especially for juniors and seniors, by student interests and needs. This information is used by the student/teacher curriculum planning committee.

UNIVERSITY CITY HIGH SCHOOL - District 1

410 N. 34th Street

Principal: Dr. Davis B. Martin

Vice Principal: Mr. Jesse Gardner

Phone Number: BA 2-3262

Coordinator: Ms. Christine Jones

48

Sunnycrest Academy

Number of Students: 30

Off site

Grades: 9 - 12

Sunnycrest is an off-site alternative program for students identified as alienated, chronically truant, or involved in gang-related activity. University City High School, in cooperation with Youth Services, Incorporated, has developed a program which emphasizes basic skills and offers students an informal, highly supportive learning environment. Basic skills are taught in a fairly traditional fashion. All subjects are taught at Sunnycrest, except gym and shop, which are offered at University City. A social worker assigned to the program meets monthly with parents to inform them of their student's progress.

VARE JUNIOR HIGH SCHOOL - District 2

St. Andrew's Church

22nd and Snyder Ave.

Principal: Mr. George Fieo

Phone Number: HO 3-0709

Coordinator: Mr. James Rongione

Vare Alternative Experience Center

Number of Students: 50

Off site

Grades: 7 - 9

Work at Vare Alternative is geared to student capabilities. Development of basic academic skills emphasizing remedial reading, advanced reading and math provides the focus of this program for alienated and non-achieving students. Individualized and small group instruction are important components in all areas.

A great deal of time is spent talking and listening to feelings and attitudes. Discussions center around such topics as peer pressures, family pressures, school pressures and future plans. The teachers believe very strongly in the development of the students' senses of responsibility and make every effort to be supportive as the youngsters gain confidence in their ability to handle new situations.

VAUX JUNIOR HIGH SCHOOL - District 2
 24th and Master Sts.
 Principal: Mr. Frank Devine

Phone Number: 232-9339
 Coordinator: Ms. Pamela Tamburri

Vaux Alternative Program

Number of Students: 30 Jr. High - 15 Pre-schoolers
 On site

Grades: 7 - 9

The development of positive self-images in youngsters and the learning of salable skills are among the objectives of the program. Participation in a Child Care and Development Center is a major part of the program. Opportunities to work with younger children are instrumental in the development of confidence in the junior high students, while reinforcing the mastery of basic skills and providing a much needed service. While working at the Child Care and Development Center, young people, some of whom are themselves parents, have the opportunity to study family planning, family living, consumer education, home management, early childhood education, and child care.

The development of basic skills, an important part of the alternative learning program, is approached through the use of occupational materials. A Basic Skills Center provides an environment where youngsters can work independently and do much of their work on an individualized basis.

WANAMAKER JUNIOR HIGH SCHOOL - District 5
 11th Street and Columbia Avenue
 Principal: Mr. William Lucas, Jr.

Phone Number: PO 3-0312
 Coordinator: Mr. Clifford Lumm

Wanamaker Alternative Program

Number of Students: 55
 On site

Grades: 7 only

Changing the attitude and behavior of low-achieving and chronically truant young people, and improving their competencies in the basic skills are the major concerns of this program. Learning objectives are developed for this group of selected seventh graders and are implemented according to greatest immediate need. Through continuous counseling, frequent home contacts and flexible programming, students are encouraged to strive toward advancing to the next grade as soon as possible as well as returning to the regular school program.

GEORGE WASHINGTON ELEMENTARY SCHOOL - District 3

5th and Federal Streets

Principal: Mr. Joseph A. Williams

ATTAIN

Number of Students: 20

On site

Phone Number: HO 8-0837

Coordinator: Mr. Gary Cotler

Grades: 5 - 8

The ATTAIN Alternative program is an experienced-based learning environment for students who are presently alienated by the traditional curriculum and are moving away from educational success. Although the students involved in the program have severe attendance and interest problems, they have average and above-average academic potential. Progress through all components of the regular curriculum is enriched through trips and other out-of-class experiences such as swimming and over-night camping trips. A positive attitude toward school is encouraged through the attainment not only of factual knowledge, but also the feeling of competence and success experiences. The Television Reading Program aids in Language Arts instruction and is shown on a student-operated video tape equipment. Individual projects are encouraged.

GEORGE WASHINGTON HIGH SCHOOL - District 8

Bustleton Ave. and Verree Rd.

Principal: Dr. Carol Wacker

Phone Number: HO 4-6700

Coordinator: Mr. Ron Silverman

Allied Medical Corps Program

Number of Students: 40

Off site

Grades: 9 - 12

The George Washington Allied Medical Corps Program is designed for students who do not function well in the traditional school setting, but who desire to and are able to work independently in a supervised atmosphere. Alternative students attend the two hospital sites during the entire school day where they receive "hands-on" experience working with patients and hospital staff in one or more of the 30 areas in the hospital. Self-contained academic classes in English, social studies, math and science are conducted by two George Washington High School teachers who are assigned on a full-time basis to Jeanes and Rolling Hill Hospitals. Community health agencies and supportive staff act as learning partners to help individualize instruction and assure that the program meets each student's needs.

Trips are used to enrich academic and hospital experiences. Career development seminars are provided at both locations by professional hospital staff. For all students, the Allied Medical Corps is a two-year program.



WELSH SCHOOL - District 5
 4th and York Streets
 Principal: Ms. Felicita Hanna

Phone Number: RE 9-7381
 Coordinator: Ms. Chris Greiner

Intermediate Transitional Class

Number of Students: 21
 On site

Grades: 4 and 5

The Alternative Program at the John Welsh School is designed to create independent workers. Critical reading skills are developed through the use of high interest reading materials. The program is based on developing phonics and comprehension skills. It includes the use of Systems 80 teaching machines, skill-directed instructional tapes, learning centers geared toward social studies. The children were all tested initially to determine the children's knowledge and instructional direction, in order to individualize the program to meet each child's needs. The intent and major goal of the program is to develop interest and motivation within all children so that they can succeed in whatever kind of educational environment they are placed.

WEST PHILADELPHIA HIGH SCHOOL - District 1
 47th and Walnut Sts.
 Principal: Mr. Walter Scott
 Vice Principal: Mr. Claude Bass

Phone Number: GR 6-4332
 Coordinator: Col. Jesse D. Jordan

Air Force Junior Reserve Officers Training Corps

Number of Students: 124
 On site

Grades: 10 - 12 (over 14 years)

Leadership is perhaps the key word in this program. The AFJROTC looks for young men and women who are not only physically fit, but who also show high standards of achievement and conduct. Through the AFJROTC program, many students explore the civilian, industrial, and military aspects of aerospace. Trips are made to the Federal Aviation Administration, weather bureau offices and aerospace industries.

WEST PHILADELPHIA HIGH SCHOOL - District 1
 4226 Baltimore Avenue
 Principal: Mr. Walter Scott
 Vice Principal: Mr. Claude Bass

Phone Number: EV 7-0469
 Coordinator: Mr. Lyman Quarterman

Community Free School

Number of Students: 100
 Off site

Grades: 10 - 12

A cross-section of students from West Philadelphia High and its feeder schools are selected for this program. Within a smaller off-site setting the Community Free School is able to re-organize the classroom structure. The use of student interns and para-professionals and the development of teacher-counselor relationships with students create a more humanized, personal atmosphere. Students are offered basic academic skills with an emphasis on reading, writing and mathematics, in a non-graded setting. Involvement with educational institutions, the business community, and city government provides motivational-vocational enrichment.

Students are offered an opportunity for self-determination in school governance and an opportunity for individual choice in designing educational programs.

WEST PHILADELPHIA HIGH SCHOOL - District 1
 4601 Spruce St.
 Principal: Mr. Walter Scott
 Vice Principal: Mr. Claude Bass

Phone Number: GR 2-2519
 Coordinator: Ms. Edith Ormond

Service Annex

Number of Students: 30
 Off site

Grades: 10 - 12

The Service Annex at West Philadelphia High School attempts to provide alienated students with a chance to experience success. Students remain at the Annex for approximately one half of their day where they participate in a non-graded, interest-oriented program with an emphasis on basic skills. The other one half of the day is spent serving elementary schools and child care centers, offering tutoring services and helping in hospitals, health centers and clinics, civic organizations, and churches.

The emphasis on human development and the raising of personal image is coupled with opportunities for worthwhile service to others and to the community. Through the renewed self-respect gained at the Annex, many students develop a new interest in themselves as successful individuals and return to the mainstream of the educational society.

criteria for proposals

ITEMS WHICH SHOULD BE CONSIDERED IN ELEMENTARY ALTERNATIVE PROGRAM PROPOSALS APPEAR BELOW. THE PROPOSAL REVIEW COMMITTEE WILL BASE ITS DECISIONS FOR PROGRAM FUNDING UPON THE TREATMENT OF THESE CRITERIA:

1. The proposal should describe a complete alternative educational program of studies appropriate for elementary children. All proposals should include a unique approach for study in the areas of basic skills, general content areas, as well as art forms, music and dramatics. The program described should be significantly different from what is currently offered in the main school.
2. Activities which will be employed to effect the educational program described should be clearly delineated in the proposal.
3. Supplies and equipment necessary to conduct the program should be described in the proposal and reflected in the budget.
4. Staff necessary to conduct the program and selection criteria should be described in the proposal and reflected in the budget.
5. The proposal should clearly describe the student population to be served, admission procedures and numbers, and show the relationship of the student's need to the process and product objectives of the program.
6. The process and product objectives of each proposed program should be clearly stated along with an evaluation plan to assess those objectives.
7. The time line which shows calendar events regarding the following should be included in each proposal.
Implementation of:
 - a. Educational Program
 - b. Recruiting Students
 - c. Recruiting Staff
 - d. Acquisition of supplies and equipment
 - e. Evaluation of process and product objectives

8. The proposal should indicate that an educational program is being developed which will create an atmosphere where:
 - a. Emphasis will be on learning
 - b. The acceptance of each student as an individual is guaranteed
 - c. There will be maintenance of the individuality and originality of the learner
 - d. Emphasis will be on the development of an individual's thought processes
 - e. Opportunities for children to work at their own pace according to their own abilities and interests are guaranteed
 - f. There are provisions for an expanded learning environment beyond the walls of the school building, and
 - g. Opportunities for peer learning are promoted
9. The proposal should provide evidence that an atmosphere conducive to informal interaction between teacher and student will be effected and thus enhance a sense of trust between students and teachers.
10. A guidance and counseling program which will adequately provide for the needs of students identified for the unique program should be described.
11. Where applicable, the proposal will include a re-entry system into the regular school program.

SECONDARY LEVEL ALTERNATIVE PROGRAM PROPOSALS SHOULD ADDRESS THEMSELVES TO THE FOLLOWING CONSIDERATIONS, WHICH WILL PROVIDE THE BASIS FOR FUNDING:

1. Each program should be significantly different from the conventional or regular school program. A sample alternative school day roster and a regular school day roster are required so that it will be possible to perceive differences.
2. It should be a total program, not just a short class or a part of the school day.
3. A location, preferably in a community facility, perhaps a wing of a school, or at least a few designated classrooms, should identify the alternative program geographically from the regular school program. There must be a functional relationship between the off-site unit and the home school.
4. The proposal should clearly define the student population and the admissions procedure to be served in terms of numbers and description, e.g., 20 academically gifted boys and girls. Student willingness to participate is a criterion.
5. Normal facilities and allocations as well as various school resources should be integrated into the program (e.g., Chemistry Lab, AID, Reading Program, Motivation Program, Neighborhood Youth Corps, Work Study Program).

6. The proposal should demonstrate the concept of individualized instruction based on variable performance of students.
7. A strong program design evidencing a creative perception of learning and instruction, e.g., programmed instruction or curriculum, independent study, off-site visitation, flexible scheduling, experiential learning, and increased opportunities for one-to-one and small group instruction should appear in each proposal.
8. The program should provide more informal interaction between teacher and student and create an alternative environment in which students find more opportunities to participate actively. Through this new relationship, the program will strive to develop a sense of trust and responsibility, new positive attitudes and improved behavior in students.
9. Approaches should include creative guidance and counseling. Group, peer, individual, and special counseling efforts should be reflected in the program.
10. Career Development Programs are expected to include tasks and activities to enable students to increase their awareness of career options, and help them develop a positive self-image.
11. Community, parents, mental health and welfare agencies should be used whenever appropriate. Explicit statements of purposes and activities of these groups are expected here.
12. The proposal should outline a re-entry mechanism for students to the regular school system, if applicable.
13. Removal or isolation of "problem" students should not become the principal objective of program.

ALTERNATIVE PROGRAMS OFFICE
ROOM 208 - ADMINISTRATION BUILDING
PHONE: 299-7831

Dr. Lorraine H. Brown, Director

Mr. Harry Zaleznik, Secondary Coordinator
Mr. Russell Daniel, Secondary Coordinator
Dr. Jay Yanoff, Secondary Coordinator
Dr. Michele Kayden, Secondary Coordinator
Ms. Barbara Mann, Elementary Coordinator
Ms. Cheryl Stokan, Reading Specialist

Ms. Lee Hamilton, Information Specialist